DOCUMENT RESUME

ED 099 092 JC 750 033

AUTHOR Nelson, Hershel H.
TITLE Academic Planning in the Physical Education Department of Polk Community College.
PUB DATE Jan 74
NOTE 26p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Athletic Coaches; College Faculty; *Junior Colleges; *Physical Education; Practicums; Salary Differentials; *Teacher Salaries; *Teaching Load; Working Hours

ABSTRACT

This study illustrates an attempt to quantitatively express justification for altering the workloads and compensation for members of the physical education department of Polk Community College (Florida). While equitable workloads can be det4rmined in most other fields because credit hours coincide with an instructor's time in class, the physical education staff often spends more than twice the number of hours in class than credit hours reflect, apart from athletic coaching hours. A review of other Florida community college workload systems was undertaken, and Miami-Dade Junior College's system was found most equitable. This system assigns points for teaching, preparation, and administrative time. Still, the heavy load of "activity" courses with low credit allowances penalizes physical education staff. One solution was to determine "productivity" by calculating the actual student semester hours produced by the department. This calculation revealed that departmental workload had increased 20 percent over the previous year, while the instructional staff had been cut from six to five. On this basis, recommendations were made to the Board of Trustees to hire part-time help, to pay coaches supplemental salary for coaching athletic teams, and to reduce workloads to bring them in line with those of other instructional staff. (MJK)

ED 099092

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

ACADEMIC PLANNING IN THE PHYSICAL EDUCATION DEPARTMENT OF POLK COMMUNITY COLLEGE

by

Hershel H. Nelson

Polk Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

January 9, 1974

JC 750 033

TABLE OF CONTENTS

Introduction.....1

Background and Significance.....2

Procedures.....6

Results.....18

Recommendations.....19

Abstract.....22

Bibliography.....23

INTRODUCTION

This study illustrates an attempt to quantitatively express justification for altering the workloads and compensation for members of the Physical Education Department at Polk Community College for the 1973-74 academic year. It makes a comparison between working conditions experienced during the current year and those experienced the previous year, reveals significant increases, analyzes how the increases occurred, and suggests alternatives for correcting the discrepency.

BACKGROUND AND SIGNIFICANCE

At the close of the 1972-73 academic year, Polk Community College adopted a new formula for arriving at a normal faculty workload. It involved a system of switching from contact hours of teaching to credit hours of coursework. In most instances contact hours equaled credit hours and reflected no difference in either salary or performance. That is, a three credit hour course was designed to meet three times a week and thus accrued three contact hours. Not every department enjoyed this advantage, however. Two exceptions were the Science and Physical Education Departments.

Under the traditional system which was abandoned, faculty members were required to teach fifteen contact hours per week. Beyond this they could contract to teach an additional three contact hours per week (normally a three semester hour course) for the sum of one thousand dollars per academic year. Actually, it amounted to five hundred dollars per semester and equaled one thousand dollars provided a professor worked both terms. These additional three contact hours were taught during the evening hours and were termed an "overload". They became so much a part of faculty members' performance that in most instances they were regarded as "part of the job". This was because almost everyone took advantage of the opportunity to earn an additional thousand dollars.

Unfortunately, coaches and athletic directors had no such opportunity, since no physical education classes were offered in the evening, and their time was already obligated to athletic events. To compensate for this, coaches were awarded an equal amount of money (one thousand dollars) as a coaching supplement. This was a fixed sum of money and was not related to either time

spent on duty or credit hours. It meant that they were on somewhat the same status as most other professors within the college in terms of money received, but that they received it under a slightly different formula.

When the new formula was adopted, a normal faculty workload was changed to fifteen credit hours. This represented a reduction from the original eighteen contact hours, which included the evening work with its additional one thousand dollars. The thousand dollars formerly earned under a separate contract was not denied the professor, however, but included in the fifteen credit hour description of a normal workload. So in most instances, it meant that professors would simply work three hours less per week to receive the same amount of money. Although evening classes continued to be taught, they were incorporated into a slightly lighter workload per professor. While this formula served those persons being paid on a credit hour basis well, it did not serve those earning their additional dollars on a straight supplement basis. When the transition was made to reduce the faculty workload and include their extra one thousand dollars as part of their regular salary, coaching supplements were treated in a similar manner. Supplements became part of their regular salary. Coaches retained their coaching duties because of the on-going nature of an athletic program committed to scholarships, games scheduled with other colleges, investment in equipment, and a variety of other reasons.

To worsen conditions, the fifteen credit hours needed to complete a required teaching workload is more easily generated in academic courses than in physical education "activity" courses.

Many physical education courses award only one hour of credit for two hours of actual contact. In most other areas of college instruction this is not the case.

In order to generate fifteen credit hours under the new formula, a physical education instructor could be required to work as much as twenty-four actual contact hours, primarily because of the credit hour value attached to "activity" courses. To this burden was added the fact that in Polk Community College's case, one physical education staff member had retired only the year before and was not replaced. This meant that five people were now required to do the work that six had previously done; they would receive less pay on an hourly basis; and their supplements were removed, but their responsibilities remained. Their plight was not eased by the fact that the division to which they had been assigned was dissolved under a college-wide reorganization plan, and the Physical Education Department was assigned to the Social Science Division located on the other side of the campus with a new and inexperienced division chairman. As the 1973-74 academic year opened, members of the Physical Education Department were very much upset concerning adjustments which favorably served other segments of the college but rendered them an injustice.

To overcome the awkwardness in applying the credit hour formula uniformly to all departments in the college, a supplementary system is now being sought. Before any plan is adopted on a college wide basis, a pilot study must be made of a department which presents unusual circumstances. The Physical Education Department affords such an opportunity. If a plan can be devised to adequately handle exceptional circumstances in the Physical Education Department, it can in all probability be adapted to

other areas of instruction. This practicum directs its attention to using Polk Community College's Physical Education Department as a pilot study in developing a faculty workload plan which will be flexible enough to use on a college wide basis.

PROCEDURES

Since the problem of workload distribution is attached to minimum requirements established by the Division of Community Colleges and the Florida State Legislature, it was not necessary to go beyond the range of Florida's twenty-eight community colleges to obtain a composite picture of faculty workloads and their distribution within the state. An effort was made to review the various plans of Florida's community colleges by examining copies of their respective catalogs and by communicating by mail with their Deans of Instruction. The review showed that each college had designed its own working formula to comply with state law and still manage its own affairs. Only nineteen of the state's twenty-eight community colleges directly supplied information as requested. This, however, was enough to gain insight into the way workload distribution was being handled. Among the colleges which described workload policies in detail, common ingredients were found to be present. Some of them are as follows:

Tallahassee Community College

a. A normal workload is fifteen credit hours.

b. Local management of work variances between contact hours, number of preparations and class size to equalize workloads is present.

c. Faculty members may not take more than five credit hours at a college or university and remain a full-time faculty member, dissertations excluded.

North Florida Junior College

a. A normal workload is fifteen credit hours.

b. Three semester hours release time is granted to department heads, sponsors of newspapers, the yearbook, Student Government Association, and Foreign Students Club.

Chipola Junior College

a. A full workload is fifteen to sixteen credit hours.

b. No more than eighteen semester hours or twenty-five clock hours (including lab and studio) is assigned to college credit instructors.

c. The normal workload for full-time vocational instructors is thirty clock hours.

d. None of the physical education instructors have credit loads of fifteen semester hours.

e. Biology instructors may have a workload of thirteen credit hours and eighteen contact hours.

f. Some physical education instructors have ten credit hours and twenty contact hours.

Seminole Junior College

a. An instructor's normal workload is determined by adding the sum of credit hours and contact hours, which is usually thirty to thirty-two hours. No full-time instructor shall lose part of his salary if his workload falls below the thirty to thirty-two hour range, but he will be paid for a full course if it exceeds thirty-two hours.

Gulf Coast Community College

a. Guidelines are essentially the same as in other community colleges. A normal workload is fifteen credit hours as stipulated by state law.

Hillsborough Community College

a. A normal workload is thirty-six semester hours per academic year.

b. Attendance at all scheduled faculty meetings is required.

c. Service on committees (no more than two) is expected.

d. Helping with student organizations is expected.

e. Five hours scheduled per week in the office is required.

f. Science labs equal two-thirds of a lecture hour if student assistants are employed.

g. When a faculty member's weekly student contact hours exceed 560, he may obtain the services of a student assistant.

Valencia Community College

a. Instructors must work 240 days on a ten month contract. The schedule of work includes:

(1) thirty-five hours per week

(2) a minimum of fifteen hours in class

(3) a minimum of 15 hours office time for student consultation, subject preparation, etc.

b. The remaining hours shall be available for committee activities and administrative tasks not directly related to classroom instruction.

c. Instructors are expected to conduct one night class per session as part of their regular duty.

d. Instructors may expect from one to three preparations per term.

e. If work requires two overload classes at night, double consideration is given, (a four hour class carries the pay of six hours). These classes are based upon contact hours, not credit hours.

Florida Junior College

a. A normal workload is from twenty-eight to thirty-two contact hours. This translates into fifteen credit hours and fifteen office hours in most instances, with some variations in music and science.

b. A normal work week is forty hours and includes:

(1) teaching courses as assigned,

(2) substitute for other faculty members as may be assigned by supervisors,

(3) work during registration as may be assigned,

(4) attendance at scheduled and called meetings,

(5) Participation in college related activities.

Palm Beach Community College

a. A normal work week is thirty-five hours consisting of fifteen to sixteen semester hours of instruction and the rest in consultation, committee work and other assignments.

b. Labs equate to lecture hours on a two-thirds to one basis.

Daytona Beach Community College

a. A normal workload is fifteen semester hours plus ten to twelve office hours.

b. Workload compensation and extra pay are allowed for coaches, department chairmen, and student activities.

Edison Community College

a. A minimum of thirty-six instructional hours and a maximum of thirty-nine instructional hours per ten month contract is a normal workload.

b. Workload description:

(1) one instructional hour equals one lecture hour

(2) one instructional hour equals one instructor supervised lab hour in biological sciences, physical sciences, and electronics.

(3) one instructional hour equals $1\frac{1}{2}$ lab hours in engineering and music.

c. Coaching duties:

(1) basketball and baseball equals five instructional hours

(2) intramurals equals four instructional hours

(3) golf, tennis, cheerleading equals three instructional hours

d. Extra consideration is given in cases where large enrollments in excess of 560 student semester hours occur.

Santa Fe Community College

a. No definite plan has been committed to paper to the point of sharing it.

South Florida Junior College

a. A normal workload is from fifteen to sixteen semester hours.

b. Vocational instructors have thirty-three hours as a normal workload.

Central Florida Community College

a. A normal workload is fifteen semester hours.

b. No overload pay is granted to full-time personnel.

c. Part time help is hired in cases where overloads constitute an extra class.

Broward Community College

a. Conditions at Broward Community College do not differ significantly from those described above.

Indian River Junior College

a. Conditions at Indian River Junior College do not differ significantly from those described above.

Brevard Community College

a. A normal workload is thirty-six contact hours on a $10\frac{1}{2}$ month contract.

Polk Community College

a. A normal workload is fifteen semester hours.

b. Five office hours per week must be observed.

c. No additional credit is given for science lab hours.

d. No direct compensation is awarded for coaching or directing athlecics.

e. Attendance at called and scheduled meetings is required.

Miami-Dade Junior College

a. Miami-Dade operates on a point system that is tied to semester hours describing a workload. A normal workload is sixty points. The description and adaptation of this plan is as follows:

In general, the plan calls for the recognition of variations in duties and administrative functions an individual may be assigned. It consists of a point allocation which helps equalize workloads by assigning a value to different modes of instruction and its support activity. Such things as preparation of laboratory equipment, placement and care of athletic equipment, and organization and preparation of lectures all involve time and work not described as "teaching time". Some recognition for these activities needed to be included in developing and describing a normal workload for Polk Community College's Physical Education Department. Without this recognition, no basis could be established for recommending additional instructional personnel, financial supplements for extra duties, or scheduling fewer classes for their reduced staff. The point system Polk Community College modified and adapted from the Miami-Dade plan suggests a distribution as follows:

Normal Workload - A normal workload would consist of sixty points per semester with a variation of two points in either direction. This means a professor may have as few as fifty-eight points or as many as sixty-two points and be neither underloaded nor overloaded in his assignment. Some consideration could be given to second semester assignments

to compensate for being either two points above or below the sixty point level the first semester.

Presentation - Points (four per semester hour) may be awarded for presentation of subject matter. Instruction in map reading, use of the slide rule, application of a mathematical formula, interpretation of historical data, application of sociological principles and other lecture type presentations constitute the bulk of college teaching. Under normal circumstances, five three-credit hour courses would generate a workload of sixty points, a full workload.

Supervision - Points (three per contact hour) may be awarded for such duties as supervising an independent study laboratory, chemistry laboratory, programmed learning, athletic events such as bowling, archery, and trampoline. These duties are normally supervisory in nature subsequent to presentation.

Planning and Developing - Varying numbers of points may be awarded on a subjective basis for such activities as producing extensive handouts, construction of visuals, organizing new courses, arranging field trips, taping lectures, scheduling speakers, and other related planning and developing activities.

Administrative - Points may be awarded on a subjective basis also for such duties as revision of practicums, follow-up on large classes needing more individualized treatment, handling large quantities of paper work associated with classes, and other administrative functions not described as teaching time.

Management - Points may be awarded (sometimes subjectively) for management functions handled by department heads, athletic directors, and other officers. Such duties include conferences, scheduling of personnel, evaluations preparations for the department budget, and filing reports to senior supervisors.[1]

When the 1973-74 fall term opened, no such consideration was made for the members of the Physical Education Department of Polk Community College. Even if the proposed point system had been established and applied, the nature of so many "activity" courses in their curriculum would still penalize these professors because of the two-to-one relationship between contact hours and credit hours awarded for these courses. A typical workload as it appeared in 1973 would be shown as follows:

Professor "A"

Courses	Cr.	Contacts		Points Allowed		Points Generated	Type Instruction
PEN-123	1	2	x	3	-	6	Supervision
PEN-123	1	2	x	3	-	6	Supervision
PEN-109	1	2	x	3	-	6	Supervision
PEN-109	1	2	x	3	-	6	Supervision
PEN-109	1	2	x	3	-	6	Supervision
PEN-109	1	2	x	3	-	6	Supervision
PEN-103	1	2	x	3	-	6	Supervision
PEN-105	1	2	x	3	-	6	Supervision
PEN-241B	1	2	x	3	-	6	Supervision
						54	Points Earned

1. Polk Community's point distribution represents only a slight departure from that described in the Miami-Dade plan.

By comparing this workload with other typical workloads in the same division (Social Science) but in another department, it can be shown that an imbalance exists:

Professor "B"

Courses	Cr.	Contacts		Points Allowed	Points Generated	Type Instruction
SCY-105	3	3	x	4	12	Presentation
SCY-105	3	3	x	4	12	Presentation
SCY-105	3	3	x	4	12	Presentation
SCY-207	3	3	x	4	12	Presentation
SCY-108	3	3	x	4	12	Presentation
					60	Points Earned

When a comparison was made between Professor "A" in the Physical Education Department and Professor "B" in another department in the same division it was learned that Professor "A" must have nine classes involving five preparations and eighteen class hours in order to generate only fifty-four points, less than a normal workload. Professor "B" may have as few as five classes involving three preparations and fifteen class hours in order to generate a full workload of sixty points. In addition, the 1973-74 reduction in the physical education staff from five to four members placed a greater responsibility upon each professor to "cover" or substitute for his colleague in times of unexpected absences. Such situations are more easily handled in larger departments where there is a more diluted spread of responsibility. Other duties unaccounted for in the Physical Education Department that could be assigned are Department Head, Athletic Director, Varsity Sports Coach, Intramurals, and Cheerleader Sponsor.

Once the inequity in applying semester hours exclusively to determine workloads was recognized, a basis for recommending improvement had to be established in quantitative terms. That is, a recommendation to the Board of Trustees (through the Academic Dean, Vice President, and President) must be expressed in alternatives for consideration and justified with measurable data. The board had expressed its displeasure with the college's fiscal management on previous occassions and insisted that any future efforts to utilize funds beyond the proposed budget to correct management errors be justified quantitatively. This meant the board would have to understand what was specifically needed to improve the situation, why, and to what degree change was in order.

An appropriate beginning point would be to calculate the total faculty product for the Physical Education Department. The faculty product is the average number of student semester hours generated within a department. This information would establish a basis for comparing present workloads with those of the past. The faculty product is calculated by multiplying the total number of students enrolled in a course within a department by the number of credit hours these courses generate, and then divide that product by the number of professors who collectively teach the courses. For example:

PEN-101: 1 cr. hr. x 10 students - 10 student sem-hrs.
PEN-208: 3 cr. hrs. x 15 students - 45 student sem-hrs.
PEN-115: 2 cr. hrs. x 16 students - 32 student sem-hrs.
87 student sem-hrs.
87 student sem-hrs. ÷ 6 professors - 14.5 faculty product

On term I of 1972-73 (the counterpart of term I, 1973-74), the Physical Education Department generated a total of 1393 student semester hours through their course offerings. Six instructors (not five, as the current term involves) handled this workload or "produced" it. A faculty product of 232 student semester hours is arrived at by dividing six (the number of instructors) into 1393 (the total number of student semester hours generated for term I of 1972-73). The figure 232 represents each instructor's "share" of the product. It is an average of the total student semester hours per instructor. When this formula is applied to term I of 1973-74, it turns out that a faculty product of 279 is generated. This represents an increase of 47 student semester hours or about a 20% increase over the same period a year before. These data suggest that as much as one-fifth of a full teaching load is being carried in 1973-74 above the normal working load for 1972-73. Further, it is being carried by the department with one less member. While this amount may not justify the hiring of an additional full time instructor, it does justify the hiring of part time help. In addition, financial compensation for extra duties becomes justified by formula application since it can be quantitatively shown that there is an increase in the over all productivity with fewer people doing the work. These findings were presented to the President (through the Academic Dean and Vice-President) with a request to recommend the board adopt appropriate measures to correct this inequity and deal with similar circumstances elsewhere in the college.

RESULTS

Based upon quantitative data as derived from application of the Miami-Dade point system, the President of the college made recommendations to the Board of Trustees calling for the following adjustments in workload assignments for Polk Community College's Physical Education Department:

1. The immediate hiring of part time help to alleviate the workload of term I, 1973-74. A part time instructor would be expected to absorb about 20% of the workload distributed over the department for term I.
2. The payment of supplements to coaches based upon the sport in question. That is, coach "A" would be granted $1,000 annually for coaching basketball, coach "B" $500 for coaching tennis, and coach "C" $500 for coaching golf.
3. The reduction of workload for each instructor not to exceed the normal sixty point description. The extra duties of department head, athletic director, cheerleader sponsor, and director of intramurrals would be incorporated in the sixty point distribution.
4. The scheduling of a lighter class workload for term II, 1973-74.

All of the recommendations presented to the board were approved and immediately implemented.

RECOMMENDATIONS

Based upon the findings of the pilot study conducted in the Physical Education Department of Polk Community College, the following recommendations were made to the Board of Trustees through the President and his administrative staff to establish an effective academic accounting system in other areas of instruction. Particular elements of the recommendation is as follows:

1. It is recommended that points be awarded in the areas of (1) presentation (2) administration (3) management and (4) supervision.

2. Sixty points, plus or minus two points will constitute a full workload per faculty member for each regular term (term I and II). Twenty-four points, plus or minus two points will constitute a full workload for each half of term III (term IIIA or IIIB). These points can be averaged over the contract period, but total points must total the minimum points given in a workload. A faculty member may receive compensation for overload points in excess of sixty-two points.

3. Definition of Terms:

   a. Presentation - Time spent in planning, developing, and presenting materials as in the traditional lecture method. Four points are awarded for semester hour credits the course carries. For example: POL-105 - 3 credits: 4 x 3 - 12 points.

b. Administration - Value would be assigned to the time needed to care for the handling, planning and development of details and records that might be generated by conditions of the learning arrangement. For example, grading of papers in a particularly large section, or by the handling of the administrative details generated by large individual study arrangements would require administrative time.

c. Management - The activities of faculty members or professional staff under special assignment are defined as management. For example, a minimum of forty-eight points should be assigned to Division Chairmen for each regular term (term I and term II), and a minimum of eighteen points for each half of term three (IIIA and IIIB). A minimum of twelve points should be assigned to Department Heads for each regular term (term I and term II). Management points may be distributed over a contract period by the Division Chairman as long as these points do not exceed the maximum allowed. For example, a Division Chairman's allotment could be distributed as follows: term I - 60 points; term II - 48 points; term IIIA - 6 points; term IIIB - 18 points.

d. Supervision - The supervision of students in a learning situation without the requirement of a prepared presentation is termed supervision. This would occur in science labs, clenics, and special study arrangements. Distribution of points would be as follows:

3 points awarded per contact hour (lab and clenic).

2 points awarded per contact hour (music lessons).

1 point per student (practicums, internships, etc.).

1 point per student per independent study.

These recommendations have all been accepted and approved by the Board of Trustees as presented by the President, but will not go into effect until the Fall term of 1974-75.

ABSTRACT

Title: Academic Planning in the Physical Education Department of Polk Community College

Author: Hershel H. Nelson
Polk Community College

Date: January 9, 1974

This study examines various academic planning systems in nineteen of Florida's twenty-eight community colleges and selects elements to apply to Polk Community College's Physical Education Department as a pilot study for other areas of academic planning. It makes a comparison of working schedules in term I of 1972-73 and term I of 1973-74 after a point system has been applied to quantitatively describe workloads, and an improved schedule is suggested for term II of 1973-74. Recommendations for applying the same point system to other areas of academic planning are made based upon this pilot study.

BIBLIOGRAPHY

Carnegie Commission on Higher Education. The Open-Door Colleges: Policies for Community Colleges. New York:

Roueche, Baker, and Brownell. Accountability and the Community College: Directions for the Seventies. Washington, D.C.: American Association of Junior Colleges, 1971.

Koontz, Harold and O'Donnel, Cyril. Principles of Management: An Analysis of Managerial Functions. New York: McGraw Hill Book Company, 1959.

Reynolds, J.W. The Comprehensive Junior College Curriculum. Berkeley: McCutchan Publishing Corporation, 1969.

Johnson, B. Lamar, Editor. The Junior College Board of Trustees. Los Angeles: University of California, Los Angeles, 1971.

Hurlburt, Allan S. State Master Plans for Community Colleges. Washington, D.C.: ERIC Clearinghouse of Junior Colleges, American Association of Junior Colleges, 1969.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 24 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION